



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)  
ID: 10141173  
District: Beals School Department  
School: Beals Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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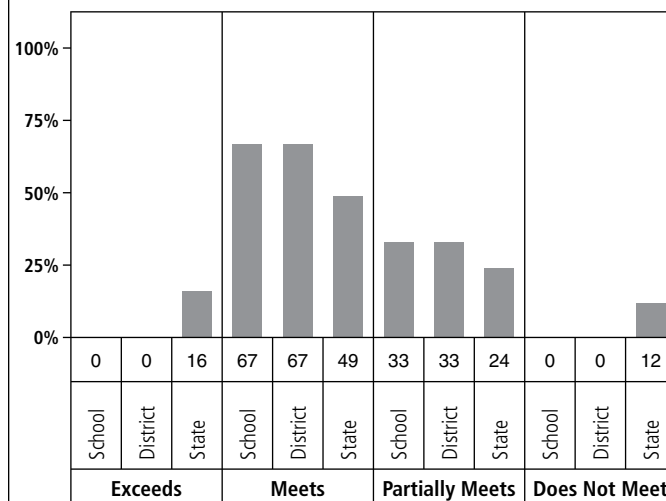
# SUMMARY OF SCORES

Date: March 2007  
Grade: 8  
District: Beals School Department  
School: Beals Elementary School

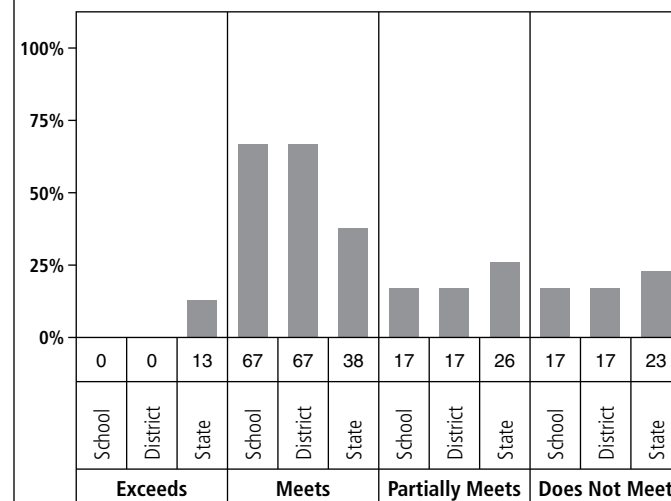
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	840 <b>848</b> 843	840 <b>848</b> 843	845 <b>847</b> 846
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	822 <b>836</b> 828	822 <b>836</b> 828	840 <b>842</b> 841
<b>Science &amp; Technology</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	836 <b>848</b> 841	836 <b>848</b> 841	846 <b>847</b> 846
<b>ELA – Writing</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	834 <b>834</b> 834	834 <b>834</b> 834	836 <b>836</b> 836

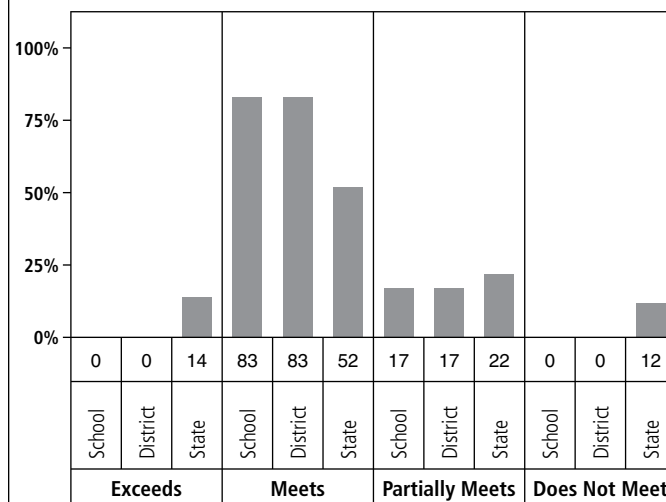
### ELA – READING



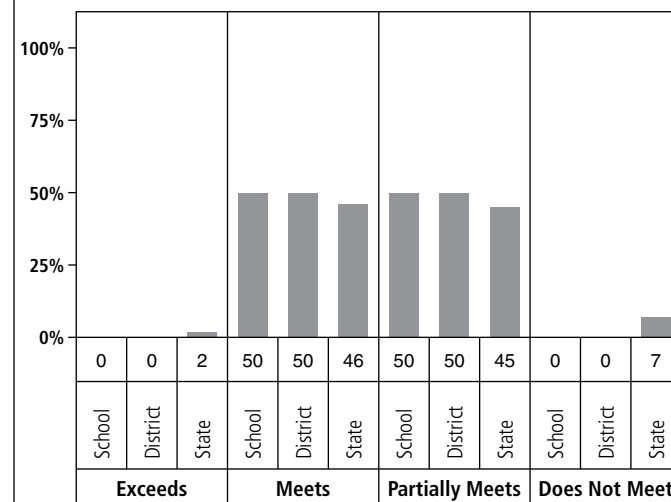
### MATHEMATICS



### SCIENCE AND TECHNOLOGY



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 8  
 District: Beals School Department  
 School: Beals Elementary School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA–Reading						Mathematics						Science and Technology						ELA–Writing					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		7	100	7	100	15800	100	6	86	6	86	15584	99	6	86	6	86	15578	99	6	86	6	86	15540	99	6	86	6	86	15463	98
Ethnicity	African American	0	0	0	0	339	2	0	0	0	0	330	98	0	0	0	0	331	99	0	0	0	0	326	97	0	0	0	0	318	95
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97
	Asian/Pacific Islander	0	0	0	0	194	1	0	0	0	0	189	98	0	0	0	0	189	98	0	0	0	0	188	98	0	0	0	0	188	98
	Hispanic	0	0	0	0	160	1	0	0	0	0	152	96	0	0	0	0	152	96	0	0	0	0	149	94	0	0	0	0	148	94
	White	7	100	7	100	14997	95	6	86	6	86	14807	99	6	86	6	86	14800	99	6	86	6	86	14773	99	6	86	6	86	14704	98
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100
Identified disability		1	14	1	14	2649	17	1	100	1	100	2560	97	1	100	1	100	2557	97	1	100	1	100	2539	97	1	100	1	100	2504	95
Current LEP		0	0	0	0	280	2	0	0	0	0	274	99	0	0	0	0	275	99	0	0	0	0	267	96	0	0	0	0	263	95
Economically disadvantaged		3	43	3	43	5600	35	3	100	3	100	5479	98	3	100	3	100	5476	98	3	100	3	100	5452	98	3	100	3	100	5411	97
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	5	71	5	71	13056	83	5	71	5	71	13057	83	5	71	5	71	13065	83	5	71	5	71	13033	82
Identified disability (PET/IEP)	0	0	0	0	474	4	0	0	0	0	477	4	0	0	0	0	488	4	0	0	0	0	492	4
LEP	0	0	0	0	148	1	0	0	0	0	150	1	0	0	0	0	146	1	0	0	0	0	148	1
504 plan	0	0	0	0	186	1	0	0	0	0	185	1	0	0	0	0	185	1	0	0	0	0	184	1
<b>Participation with accommodations</b>	1	14	1	14	2283	14	1	14	1	14	2281	14	1	14	1	14	2248	14	1	14	1	14	2198	14
Identified disability (PET/IEP)	1	100	1	100	1855	81	1	100	1	100	1848	81	1	100	1	100	1831	81	1	100	1	100	1790	81
LEP	0	0	0	0	112	5	0	0	0	0	117	5	0	0	0	0	113	5	0	0	0	0	107	5
504 plan	0	0	0	0	60	3	0	0	0	0	61	3	0	0	0	0	60	3	0	0	0	0	61	3
Other	0	0	0	0	284	12	0	0	0	0	284	12	0	0	0	0	272	12	0	0	0	0	268	12
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	239	2	0	0	0	0	240	2	0	0	0	0	227	1	0	0	0	0	232	1
Identified disability (PET/IEP)	0	0	0	0	230	96	0	0	0	0	232	97	0	0	0	0	220	97	0	0	0	0	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	6	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	41	0	0	0	0	0	45	0	0	0	0	0	45	0	0	0	0	0	45	0
<b>Non-participation – other</b>	1	14	1	14	175	1	1	14	1	14	177	1	1	14	1	14	215	1	1	14	1	14	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 8  
District: Beals School Department  
School: Beals Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006 <b>2006-2007</b> Cum. Avg.	1	11	1	11	2695	17
		0	0	0	0	<b>2407</b>	<b>16</b>
		1	11	1	11	2551	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006 <b>2006-2007</b> Cum. Avg.	3	33	3	33	6830	42
		4	67	4	67	<b>7494</b>	<b>49</b>
		4	44	4	44	7162	45
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006 <b>2006-2007</b> Cum. Avg.	1	11	1	11	3741	23
		2	33	2	33	<b>3628</b>	<b>24</b>
		2	22	2	22	3685	23
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006 <b>2006-2007</b> Cum. Avg.	4	44	4	44	3003	18
		0	0	0	0	<b>1810</b>	<b>12</b>
		2	22	2	22	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.0	66.1	37.0	66.1	36.5	65.2
Literary Text	28	50	17.7	63.2	17.7	63.2	18.0	64.3
Informational Text	28	50	19.3	68.9	19.3	68.9	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Beals School Department  
 School: Beals Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	6	0	0	4	67	2	33	0	0	848	6	0	67	33	0	848	15339	16	49	24	12	847
<b>Ethnicity</b>																						
African American	0										0						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	0										0						187	17	47	24	13	848
Hispanic	0										0						148	9	45	28	18	843
White	6	0	0	4	67	2	33	0	0	848	6	0	67	33	0	848	14586	16	49	23	11	847
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	1										1						2329	1	18	37	44	830
No	5	0	0	4	80	1	20	0	0	851	5	0	80	20	0	851	13010	18	54	21	6	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	0										0						255	2	30	31	36	834
<b>Economically disadvantaged</b>																						
Yes	3										3						5325	7	41	31	21	841
No	3										3						10014	20	53	20	7	851
<b>Migrant</b>																						
Yes	0										0						7	0	14	57	29	836
No	6	0	0	4	67	2	33	0	0	848	6	0	67	33	0	848	15332	16	49	24	12	847
<b>Gender</b>																						
Female	4										4						7516	21	50	20	8	850
Male	2										2						7821	10	47	27	16	844
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						803	5	36	38	20	840
No	6	0	0	4	67	2	33	0	0	848	6	0	67	33	0	848	14536	16	50	23	11	848
<b>Gifted/talented program</b>																						
Yes	0										0						555	58	39	3	0	864
No	6	0	0	4	67	2	33	0	0	848	6	0	67	33	0	848	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 8  
 District: Beals School Department  
 School: Beals Elementary School

QUESTIONNAIRE ITEMS	School										District						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	0 83 0 17										0 83 0 17						8 48 39 5	6 13 20 23	35 50 51 45	30 25 21 19	29 12 7 14	838 847 850 849	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	50 50 0 0										50 50 0 0						34 52 11 3	22 14 8 5	52 51 38 31	19 25 32 29	8 10 22 36	851 847 841 835	
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	17 83 0 0										17 83 0 0						29 49 19 3	32 12 3 2	52 54 36 25	11 24 39 35	5 10 22 37	855 847 838 833	
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	33 50 17										33 50 17						14 63 23	10 16 20	40 50 52	27 24 19	23 10 9	841 848 850	
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	0 67 33										0 67 33						7 51 41	3 11 24	28 48 55	34 28 15	36 12 6	834 845 852	
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	67 33 0										67 33 0						41 52 6	16 17 7	48 51 39	24 22 30	11 10 24	847 848 840	
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	50 33 0 17										50 33 0 17						18 41 14 27	21 20 14 6	52 51 48 45	19 20 26 31	8 9 13 18	851 850 846 842	
<b>How do you feel about the following statement?</b> <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	67 33 0 0										67 33 0 0						44 48 5 2	22 12 4 3	52 48 42 33	18 27 31 34	8 13 23 30	851 845 840 836	
<b>Optional school/district question</b> A. B. C. D.	0 0 0 0										0 0 0 0												

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 8  
District: Beals School Department  
School: Beals Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	0	0	0	0	1714	11
	<b>2006-2007</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1952</b>	<b>13</b>
	Cum. Avg.	0	0	0	0	1833	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	2	22	2	22	5533	34
	<b>2006-2007</b>	<b>4</b>	<b>67</b>	<b>4</b>	<b>67</b>	<b>5870</b>	<b>38</b>
	Cum. Avg.	3	38	3	38	5702	36
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	2	22	2	22	4764	29
	<b>2006-2007</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>17</b>	<b>3982</b>	<b>26</b>
	Cum. Avg.	2	25	2	25	4373	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	5	56	5	56	4251	26
	<b>2006-2007</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>17</b>	<b>3534</b>	<b>23</b>
	Cum. Avg.	3	38	3	38	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.5	46.9	7.5	46.9	8.8	55.0
Cluster 2: Shape and Size	14	25	5.7	40.7	5.7	40.7	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	4.2	52.5	4.2	52.5	4.2	52.5
Cluster 4: Patterns	18	32	10.0	55.6	10.0	55.6	10.1	56.1

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Beals School Department  
 School: Beals Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	6	0	0	4	67	1	17	1	17	836	6	0	67	17	17	836	15338	13	38	26	23	842
<b>Ethnicity</b>																						
African American	0										0						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	0										0						187	14	47	22	17	846
Hispanic	0										0						149	6	34	32	28	838
White	6	0	0	4	67	1	17	1	17	836	6	0	67	17	17	836	14581	13	39	26	23	842
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	1										1						2325	1	15	23	61	825
No	5	0	0	4	80	1	20	0	0	844	5	0	80	20	0	844	13013	15	42	26	16	845
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	0										0						256	4	22	29	45	831
<b>Economically disadvantaged</b>																						
Yes	3										3						5322	5	29	29	36	834
No	3										3						10016	17	43	24	16	846
<b>Migrant</b>																						
Yes	0										0						7	14	0	29	57	832
No	6	0	0	4	67	1	17	1	17	836	6	0	67	17	17	836	15331	13	38	26	23	842
<b>Gender</b>																						
Female	4										4						7512	12	39	27	22	842
Male	2										2						7824	14	38	25	24	842
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						805	2	22	35	41	832
No	6	0	0	4	67	1	17	1	17	836	6	0	67	17	17	836	14533	13	39	25	22	842
<b>Gifted/talented program</b>																						
Yes	0										0						555	63	35	2	0	866
No	6	0	0	4	67	1	17	1	17	836	6	0	67	17	17	836	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 8  
 District: Beals School Department  
 School: Beals Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						8	7	27	23	44	832
B. less than one hour	83	0	0	3	60	1	20	1	20	834	83	0	60	20	20	834	48	11	39	27	23	841
C. one to two hours	0										0						39	15	40	26	19	844
D. more than two hours	17	0	0	1	100	0	0	0	0	850	17	0	100	0	0	850	5	18	36	23	23	843
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	17	0	0	1	100	0	0	0	0	848	17	0	100	0	0	848	34	22	43	20	15	848
B. They match some of what I have learned.	50	0	0	2	67	1	33	0	0	841	50	0	67	33	0	841	48	9	40	29	22	841
C. They match just a little of what I have learned.	33	0	0	1	50	0	0	1	50	823	33	0	50	0	50	823	14	6	27	30	37	835
D. There is no match.	0										0						3	5	14	22	59	827
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	0										0						24	34	43	13	10	853
B. good	67	0	0	4	100	0	0	0	0	847	67	0	100	0	0	847	46	9	45	27	19	842
C. fair	33	0	0	0	0	1	50	1	50	815	33	0	0	50	50	815	24	2	27	36	35	833
D. poor	0										0						6	1	13	33	52	827
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	33	0	0	1	50	0	0	1	50	825	33	0	50	0	50	825	31	3	31	32	34	835
B. about the same as my regular schoolwork	67	0	0	3	75	1	25	0	0	842	67	0	75	25	0	842	53	11	43	27	19	843
C. easier than my regular schoolwork	0										0						16	38	38	12	12	854
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	0	0	1	50	0	0	1	50	824	40	0	50	0	50	824	42	10	38	28	23	841
B. I tried about the same as I do on my regular schoolwork.	60	0	0	2	67	1	33	0	0	842	60	0	67	33	0	842	51	15	40	25	20	844
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	13	27	24	36	837
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	17	0	0	1	100	0	0	0	0	844	17	0	100	0	0	844	6	10	33	25	32	838
B. two or three days a week	0										0						13	9	36	28	27	839
C. two or three times each month	0										0						39	13	40	27	19	843
D. never	83	0	0	3	60	1	20	1	20	835	83	0	60	20	20	835	41	14	38	24	23	842
<b>Which statement best describes the use of calculators in mathematics class?</b>																						
A. Calculators are used daily.	100	0	0	4	67	1	17	1	17	836	100	0	67	17	17	836	38	15	41	24	19	844
B. Calculators are used once or twice a week.	0										0						37	12	38	27	23	842
C. Calculators are used once or twice a month.	0										0						13	11	36	27	26	840
D. Calculators are rarely or never used.	0										0						13	9	33	27	31	838
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of mathematics will be useful to me as an adult."</b>																						
A. strongly agree	33	0	0	2	100	0	0	0	0	848	33	0	100	0	0	848	56	16	42	24	18	845
B. agree	67	0	0	2	50	1	25	1	25	831	67	0	50	25	25	831	37	9	36	29	26	840
C. disagree	0										0						5	6	28	26	40	834
D. strongly disagree	0										0						2	3	17	29	51	828
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 8  
District: Beals School Department  
School: Beals Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	1	11	1	11	1879	12
	<b>2006-2007</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2192</b>	<b>14</b>
	Cum. Avg.	1	11	1	11	2036	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	2	22	2	22	8604	53
	<b>2006-2007</b>	<b>5</b>	<b>83</b>	<b>5</b>	<b>83</b>	<b>7916</b>	<b>52</b>
	Cum. Avg.	4	44	4	44	8260	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	2	22	2	22	3618	22
	<b>2006-2007</b>	<b>1</b>	<b>17</b>	<b>1</b>	<b>17</b>	<b>3340</b>	<b>22</b>
	Cum. Avg.	2	22	2	22	3479	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	4	44	4	44	2174	13
	<b>2006-2007</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1865</b>	<b>12</b>
	Cum. Avg.	2	22	2	22	2020	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	10.2	72.9	10.2	72.9	8.8	62.9
Cluster 2: Physical Sciences	14	25	8.0	57.1	8.0	57.1	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	6.3	45.0	6.3	45.0	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	7.7	55.0	7.7	55.0	8.0	57.1

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Beals School Department  
 School: Beals Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	6	0	0	5	83	1	17	0	0	848	6	0	83	17	0	848	15313	14	52	22	12	847
<b>Ethnicity</b>																						
African American	0										0						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	0										0						186	14	52	19	15	847
Hispanic	0										0						146	8	49	23	21	843
White	6	0	0	5	83	1	17	0	0	848	6	0	83	17	0	848	14564	15	52	22	12	848
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	1										1						2319	2	28	31	38	835
No	5	0	0	4	80	1	20	0	0	848	5	0	80	20	0	848	12994	16	56	20	8	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	0										0						252	3	31	27	39	835
<b>Economically disadvantaged</b>																						
Yes	3										3						5307	6	44	29	21	842
No	3										3						10006	19	56	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	0	43	14	43	837
No	6	0	0	5	83	1	17	0	0	848	6	0	83	17	0	848	15306	14	52	22	12	847
<b>Gender</b>																						
Female	4										4						7502	13	51	24	11	847
Male	2										2						7809	15	52	20	13	848
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						800	5	38	35	22	841
No	6	0	0	5	83	1	17	0	0	848	6	0	83	17	0	848	14513	15	52	21	12	848
<b>Gifted/talented program</b>																						
Yes	0										0						553	61	37	1	0	865
No	6	0	0	5	83	1	17	0	0	848	6	0	83	17	0	848	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 8  
District: Beals School Department  
School: Beals Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						8	7	40	25	28	840
B. less than one hour	83	0	0	4	80	1	20	0	0	847	83	0	80	20	0	847	48	13	52	23	12	847
C. one to two hours	0										0						39	18	54	20	8	850
D. more than two hours	17	0	0	1	100	0	0	0	0	852	17	0	100	0	0	852	5	18	51	19	13	848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	17	0	0	1	100	0	0	0	0	844	17	0	100	0	0	844	27	16	54	20	10	849
B. They match some of what I have learned.	50	0	0	2	67	1	33	0	0	848	50	0	67	33	0	848	49	15	52	22	12	848
C. They match just a little of what I have learned.	0										0						19	13	51	23	13	847
D. There is no match.	33	0	0	2	100	0	0	0	0	849	33	0	100	0	0	849	4	7	43	26	25	841
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	17	0	0	0	0	1	100	0	0	840	17	0	0	100	0	840	21	28	53	13	7	853
B. good	50	0	0	3	100	0	0	0	0	852	50	0	100	0	0	852	54	14	55	21	10	848
C. fair	17	0	0	1	100	0	0	0	0	844	17	0	100	0	0	844	21	5	46	31	18	842
D. poor	17	0	0	1	100	0	0	0	0	846	17	0	100	0	0	846	3	2	36	32	31	837
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	50	0	0	3	100	0	0	0	0	850	50	0	100	0	0	850	33	14	51	23	13	847
B. about the same as my regular schoolwork	33	0	0	1	50	1	50	0	0	842	33	0	50	50	0	842	57	14	53	22	11	848
C. easier than my regular schoolwork	17	0	0	1	100	0	0	0	0	852	17	0	100	0	0	852	10	19	52	17	13	849
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	50	0	0	3	100	0	0	0	0	850	50	0	100	0	0	850	41	14	53	21	11	848
B. I tried about the same as I do on my regular schoolwork.	50	0	0	2	67	1	33	0	0	845	50	0	67	33	0	845	53	15	52	22	11	848
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	8	41	26	25	841
<b>Which statement describes how often and how long your science class meets?</b>																						
A. We meet every day for 45 minutes to an hour.	33	0	0	2	100	0	0	0	0	852	33	0	100	0	0	852	68	16	54	21	10	849
B. We meet on alternate days for 80 to 90 minutes.	17	0	0	1	100	0	0	0	0	844	17	0	100	0	0	844	16	13	49	23	14	846
C. We meet every day for 45 minutes, plus a longer lab period each week.	17	0	0	0	0	1	100	0	0	840	17	0	0	100	0	840	6	13	46	25	16	845
D. We have a flexible schedule depending on the activities.	33	0	0	2	100	0	0	0	0	849	33	0	100	0	0	849	10	9	46	25	20	843
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	33	0	0	1	50	1	50	0	0	843	33	0	50	50	0	843	26	8	54	24	13	845
B. the course(s) described in A, plus chemistry	0										0						23	16	54	19	12	848
C. the course(s) described in B, plus physics	33	0	0	2	100	0	0	0	0	852	33	0	100	0	0	852	22	30	48	14	8	853
D. a life science and physical science class	33	0	0	2	100	0	0	0	0	848	33	0	100	0	0	848	28	7	51	28	13	845
<b>How do you feel about the following statement?</b> <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	33	0	0	2	100	0	0	0	0	852	33	0	100	0	0	852	29	19	53	17	10	850
B. agree	67	0	0	3	75	1	25	0	0	846	67	0	75	25	0	846	54	14	52	22	11	848
C. disagree	0										0						13	7	49	28	16	844
D. strongly disagree	0										0						3	4	46	27	24	841
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards

N = Number

# ELA-WRITING RESULTS

Date: March 2007  
Grade: 8  
District: Beals School Department  
School: Beals Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 <b>2006-2007</b> Cum. Avg.	0 0	0 0	0 0	0 0	285 285	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 <b>2006-2007</b> Cum. Avg.	3 3	50 50	3 3	50 50	6948 6948	46 46
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 <b>2006-2007</b> Cum. Avg.	3 3	50 50	3 3	50 50	6873 6873	45 45
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 <b>2006-2007</b> Cum. Avg.	0 0	0 0	0 0	0 0	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.0	50.0	10.0	50.0	10.4	52.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.0	41.7	5.0	41.7	5.3	44.2
Standard English Conventions (Standard F)	8	40	5.0	62.5	5.0	62.5	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Beals School Department  
 School: Beals Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	6	0	0	3	50	3	50	0	0	834	6	0	50	50	0	834	15231	2	46	45	7	836
<b>Ethnicity</b>																						
African American	0										0						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	0										0						186	2	49	39	10	837
Hispanic	0										0						145	0	37	57	6	834
White	6	0	0	3	50	3	50	0	0	834	6	0	50	50	0	834	14491	2	46	45	7	836
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	1										1						2282	0	12	58	30	823
No	5	0	0	3	60	2	40	0	0	836	5	0	60	40	0	836	12949	2	52	43	3	838
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	0										0						250	0	30	55	15	830
<b>Economically disadvantaged</b>																						
Yes	3										3						5264	1	33	54	12	832
No	3										3						9967	3	52	40	5	838
<b>Migrant</b>																						
Yes	0										0						7	0	43	29	29	829
No	6	0	0	3	50	3	50	0	0	834	6	0	50	50	0	834	15224	2	46	45	7	836
<b>Gender</b>																						
Female	4										4						7476	3	58	37	3	840
Male	2										2						7753	1	34	53	12	832
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						796	0	32	58	10	831
No	6	0	0	3	50	3	50	0	0	834	6	0	50	50	0	834	14435	2	46	44	7	836
<b>Gifted/talented program</b>																						
Yes	0										0						553	10	74	16	0	847
No	6	0	0	3	50	3	50	0	0	834	6	0	50	50	0	834	14678	2	45	46	8	835

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number